

COLLEGE OF SOUTHERN IDAHO

BOARD OF TRUSTEES MEETING

APRIL 17, 1995

PRESIDENT'S BOARD ROOM

5:30 p.m.

AGENDA

MINUTES

TREASURER'S REPORT:

FY 95 Budget Adjustment

Land Purchase from CSI Foundation

OLD AND NEW BUSINESS:

Regional Free Enterprise Competition in San

Francisco: Dennis Heiner, Lee Ann

Hagan, and Janet Waters

Advising and Adoption of a New Test to

Assist in Student Placement: Jim Dawson

Wellness: Keith Ferrell and Joan Edwards

South Central Health District Possible

Locations: Dick Sterling

Faculty Issues for Faculty Handbook: Jeff

Fox

Campus Information Update: President

Meyerhoeffer

COLLEGE OF SOUTHERN IDAHO
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES MEETING
APRIL 17, 1995

CALL TO ORDER: 5:30 p.m. PRESIDING: LeRoy Craig

ATTENDING: Trustees: LeRoy Craig, Dr. Charles Lehrman,
Dr. Thad Scholes, Bill Babcock and Donna Brizee

College Administration: Gerald Meyerhoeffer, President
John M. Mason, Secretary/Treasurer
Robert Alexander, College Attorney
Dr. Jerry Beck, Vice President of Instruction
Dr. Joan Edwards, Vice President of Planning,
Research and Development
Dr. Ken Campbell, Director of Institutional
Research
Ron Shopbell, Director of Continuing Education
Dick Sterling, Physical Plant Director
Annette Jenkins, Public Information Director

Visitors: CSI Staff: Keith Ferrell, Valerie Warner,
Dennis Heiner, Lee Ann Hagan, Ken Triplett, Jeff Fox, Jim
Dawson and Rosemary Barta

Times News: Karen Tolkkinen

Visitors: Jeff Watts

MINUTES OF MARCH 20, 1995 were not approved as written. The Board directed that the minutes be amended to include the favorable comments of Dr. Thad Scholes and Bill Babcock concerning the proposed employee wellness program.

TREASURERS REPORT: Acceptance of the Treasurer's report was approved on MOTION by Bill Babcock. Affirmative vote was unanimous.

PRESIDENT'S REPORT:

1. The Board approved the increasing of General Account revenue budgets for the current year by \$200,000 and the increasing of transfers from the General Account to the Plant Facility Fund by \$200,000 on MOTION by Dr. Thad Scholes. Affirmative vote was unanimous.

2. The Board approved the purchase of 6.41 acres from the College of Southern Idaho Foundation for the appraised amount of \$192,300 on MOTION by Donna Brizee. Affirmative vote was unanimous.

Funding for the purchase is from the Plant Facility Fund.

3. Jeff Fox presented a draft policy for the faculty handbook concerning employment security. The policy was reviewed by Robert Alexander who recommended it be accepted. The draft policy was approved on MOTION by Dr. Charles Lehrman. Affirmative vote was unanimous.

LeRoy Craig asked about the issue of faculty load. The President advised the Board that faculty load would be brought back to them as a separate issue for approval.

4. Dennis Heiner and Lee Ann Hagan had student Janet Waters make a presentation to the Board concerning Students in Free Enterprise. Dennis Heiner was presented with the Sam M. Walton Free Enterprise Fellowship Through Students Award at the April 1995 San Francisco, California conference.

5. The Board approved a one year employee wellness program pilot project funded by a \$1,000 College of Southern Idaho Mini-Grant on MOTION by Bill Babcock. Affirmative vote was unanimous.

The funds are to be used to pay a work study for record keeping for the wellness program. Bill Babcock commended Keith Ferrell for his work on the project.

6. Jim Dawson made a presentation to the Board concerning campus advising. He explained the benefits of the new ACT COMPAS computerized placement test and the benefits to our students.

7. Dick Sterling showed the Board various campus sites where the three acre South Central Health District complex could be located. The final site selection will be made at a later date.

8. The President advised the Board of the following:

- Employee contracts were mailed out last week. Pay increases were within the five percent Board guidelines.

- State Senator Grant Ipsen requested that all colleges require students to have health insurance.

- State Representative Wendy Jacquet requested that immunizations be required for all college students.

CSI Trustees
April 17, 1995
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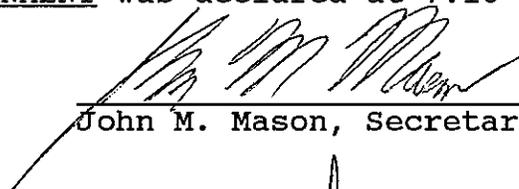
- We received \$280,000 of the \$325,000 we requested from the Permanent Building Fund Council for remodeling the Taylor Building. The Counseling Center will move upstairs and their old space will be converted to student space.

- The President received a memo from the Rank Committee and implemented their recommended faculty rank increases.

- A contract is being sent to Rick J. Greenawald for the position of Planetarium Director.

- We are entering into contract negotiations with MICRON Technology to provide space for their commercial INTERNET connection. In return for the space, MICRON will provide the College and the school districts in our eight county area with free access to the INTERNET.

ADJOURNMENT was declared at 7:10 p.m.



John M. Mason, Secretary-Treasurer

APPROVED May 15, 1995



Chairman



COLLEGE OF
SOUTHERN
IDAHO
BUSINESS OFFICE

April 10, 1995

To: President Meyerhoeffer and the College of Southern
Idaho Board of Trustees

From: Mike Mason

A handwritten signature in black ink, appearing to read 'Mike Mason', is written over the 'From:' line.

Re: Land Purchase from College of Southern Idaho Foundation

We request approval for the purchase of 6.41 acres of bare land from the College of Southern Idaho Foundation for the appraised sum of \$192,300. The property is located east of and adjoins the main campus.

Funding for this purchase is from the Plant Facility Fund.

COLLEGE of SOUTHERN IDAHO

FOUNDATION, INC.

P.O. Box 1238 • 315 Falls Avenue • Twin Falls, Idaho 83303-1238

12/20/94

19

Receipt of NON-CASH GIFT

Received From Roy and Verna Marie Raymond
Address 738 Canyon Rim Road, Twin Falls, ID 83301
Brief Description of Gift 6.41 acres of real estate as per attached legal description
As Exhibit "A" to Quitclaim Deed
Value (Estimated by Donor) As per appraisal dated 10/20/94 \$192,300 (or \$30,000/acre)

No. 1826

Dr. Jan E. Edwards
Executive Director

White - Donor Yellow - Recipient Pink - President/Dean Gold - Development Office

Recorded at the request of
Benoit, Alexander, Sinclair,
Harwood & High
126 2nd Avenue North, P.O. Box 366
Twin Falls, Idaho 83303-0366

Mail original to Benoit, Alexander,
Sinclair, Harwood & High

TWIN FALLS COUNTY, IDAHO
Benoit
DEC 20 A 10:43

1994021681

900. FEET UF
SPACE ABOVE THIS LINE FOR RECORDER'S USE

QUITCLAIM DEED

FOR VALUE RECEIVED, ROY E. RAYMOND and VERNA MARIE RAYMOND, husband and wife, hereby convey, release, remise and forever quitclaim unto the COLLEGE OF SOUTHERN IDAHO FOUNDATION, INC., a corporation, the following described premises situated in Twin Falls County, state of Idaho:

See Exhibit "A" attached hereto.

EXCEPTING any water rights appurtenant to said real property.

DATED this 7 day of December, 1994.

Roy E. Raymond

ROY E. RAYMOND

Verna Marie Raymond

VERNA MARIE RAYMOND

STATE OF IDAHO)
) ss.
County of Twin Falls)

On this 7 day of December, 1994, before me, the undersigned, a Notary Public in and for said State, personally appeared ROY E. RAYMOND, known to me to be the person whose name is subscribed to the foregoing instrument, and acknowledged to me that he executed the same.

December 2, 1994

Property Description

For

Roy Raymond

CSI Parcel

A tract of land being part of the South Half of the South Half of the Northeast Quarter of the Southeast Quarter of Section 4, Township 10 South, Range 17 East, Boise Meridian, Twin Falls County, Idaho, more particularly described as follows:

Beginning at the southeast corner of said Section 4;

THENCE North 1°02'00" East a distance of 1299.68 feet along the easterly boundary of said Section 4 to the southerly boundary of the Evergreen Subdivision projected easterly;

THENCE North 88°43'40" West a distance of 376.00 feet along the southerly boundary of said Evergreen Subdivision to the westerly boundary of Lincoln Street and the TRUE POINT OF BEGINNING;

THENCE North 88°43'40" West a distance of 877.92 feet along the southerly boundary of said Evergreen Subdivision to the easterly boundary of proposed Filmore Street;

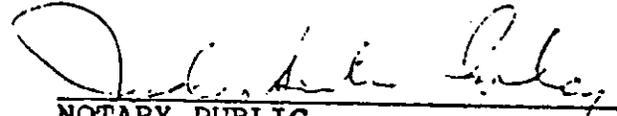
THENCE North 0°57'32" East a distance of 314.03 feet along the easterly boundary of said Filmore Street to the northerly boundary of said S1/2S1/2NE1/4SE1/4;

THENCE South 89°17'33" East a distance of 875.25 feet along the northerly boundary of said S1/2S1/2NE1/4SE1/4 to the westerly boundary of Lincoln Street;

THENCE South 0°29'09" West a distance of 322.68 feet along the westerly boundary of said Lincoln Street to the TRUE POINT OF BEGINNING, containing 6.41 acres more or less.



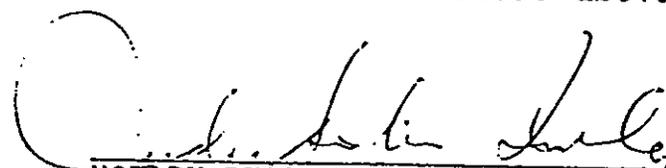
IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.


NOTARY PUBLIC
Residence: Twin Falls
My Commission Expires: 7/5/99

STATE OF IDAHO)
County of Twin Falls) ss.

On this 7 day of December, 1994, before me, the undersigned, a Notary Public in and for said State, personally appeared VERNA MARIE RAYMOND, known to me to be the person whose name is subscribed to the foregoing instrument, and acknowledged to me that she executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.


NOTARY PUBLIC
Residence: Twin Falls
My Commission Expires: 7/5/99



R-35\csi3.qcd\JSI\DF)

QUITCLAIM DEED\2

DATE: April 12, 1995
TO: President Meyerhoeffer, Vice-President Beck
FROM: Jeff Fox for the Faculty Senate
RE: Faculty Handbook material

First, I'd like to thank you for your unflagging and enthusiastic endorsement of the Faculty Handbook. That we have come as far as we have is definitely due in part to your support.

Please find attached the following: 1) the draft of Faculty Evaluation Policy Statement, and 2) the draft of Faculty Employment and Termination Policy. Each document initially began with faculty input, was drafted by the Executive Committee, reviewed and modified by the *Ad Hoc* Committee (Executive Committee plus Rosemary Barta, Jerry Beck, and LaVar Steel), reviewed and modified by the general faculty, and is now ready for administrative (and board) comment and approval. In addition, the Faculty Employment and Termination Policy was sent to IEC labor lawyer Mr. Skip Sperry in Boise who suggested some revisions that have been incorporated. Mr. Sperry suggested that the document was good, but that it would be prudent to have the school attorney look the document over.

In addition to these two documents, there were other issues discussed by the General Faculty Senate, the Executive Committee, and the *Ad Hoc* Committee.

First is placing a **faculty load statement** in the Handbook. Jerry Beck will soon have a list of faculty load by discipline, the *status quo*, which will be put in the Handbook.

Second is modifying the **contract language**. Of course, should the Faculty Employment and Termination Policy be approved, contracts will need to be revised to reflect Introductory and Continued Employment faculty status, but specifically, item #7 which refers to load and item #10 which refers to expected employment will need to change.

If possible, the Executive Committee would like to present these issues as approved and ready for the Handbook at our last General Faculty senate meeting of the semester on April 25.

Proposed DRAFT Policy
on
Evaluation

DATE: April 12, 1995

NOTES: initial draft submitted to *Ad Hoc* Committee for revision 3/8/95. General Faculty input and revision 3/28/95. This draft is the third revision.

Faculty Evaluation Policy

The purpose of evaluation of faculty at the College of Southern Idaho is to assist in improving instruction, making sound personnel decision, and assisting in rank recommendations by providing information on the faculty performance in their major areas of responsibility. Part-time and probationary faculty are evaluated each semester, and continuing faculty are evaluated at least once every three years using student evaluations, self-evaluation, peer evaluation, and supervisor evaluation as appropriate.

Student Evaluation Policy

Student evaluation of course work and faculty is an invaluable tool for the improvement of course content and faculty delivery. Each course for each instructor must be evaluated one semester each year, though it is recommended that student evaluations be given every semester. The evaluation can be conducted in several ways. Some instructors use a standardized student evaluation form; however, other types of evaluations are also acceptable. These may conclude both written and verbal evaluation processes. All forms of evaluation must address the quality of the course, the ability of the instructor to effectively convey course content and student satisfaction with their course experience. All evaluation instruments must be approved and submitted to the department chair or division director.

Proposed DRAFT Policy
on
Termination of Employment

DATE: April 11, 1995

NOTES: Initial draft submitted to Ad Hoc Committee for revision 3/8/95. General Faculty input and revision 3/28/95. Submitted to IEC legal advisor Skip Sperry 4/3/95. This draft is the fourth revision.

In general, the first three years of a faculty member's employment are considered introductory, and after a successful introductory period, the College usually grants introductory full-time faculty Continued Employment (see below). While all faculty are guaranteed due process (See Human Resources Department for Due Process procedure.), the introductory faculty contracts are renewable pending performance evaluation, review, and departmental or division supervisor recommendation for periods of one-year for the three-year introductory period.

Introductory Period

The first three years of a full-time faculty contract are considered introductory, and there is no guaranteed or implied renewal of contract during that time period. This is a period of full-time professional service by a faculty member during which the contract indicates that he or she does not have continuing employment and that he or she is being evaluated by the College for the purpose of determining satisfaction of the criteria for attaining continuing employment.

Employment during summer terms, in part-time positions, or during periods of leaves of absence shall not be credited toward satisfying the introductory period. Only full-time, continuous service at the College will be included in determining completion of introductory period, except where a break in service was pursuant to an approved leave of absence. The period of approved leave shall be excluded from the requisite period for completion of the introductory period.

Evaluation is important in assessing the merit of the introductory candidate. Introductory faculty members shall be evaluated by students, peers, supervisor, and self in accordance with the College's evaluation procedures. Student and supervisor evaluation of introductory faculty members shall be conducted each semester for the three-year introductory period; peer and self-evaluation shall be conducted once a year for the first two years of the introductory period. The introductory faculty member will receive a written performance review from his or her supervisor at the end of each year of the introductory period. The introductory faculty member will receive an oral summary of the evaluations with his or her supervisor at the end of each semester.

When a faculty member appointment is not renewed during the introductory period, the faculty member shall receive notice of his or her non-retention for the ensuing academic year as follows:

1. Not later than April 1 of the first academic year of service, if the appointment expires at the end of that year, or if the appointment terminates during an academic year, at least two months in advance of its termination;
2. Not later than January 1 of the second academic year of service, if the appointment expires at the end of that year, or if the appointment terminates during an academic year, at least five months in advance of its termination;

3. Not later than November 1 of the third academic year of service, if the appointment expires at the end of that year, or if the appointment terminates during an academic year, at least eight months in advance of its termination.

Continued Employment

After three years of continuous, full-time employment (i.e., the beginning of the fourth year), the College recognizes the merit of a faculty member and the assumption that he or she would meet the long-term staffing needs of the department, division, program and the institution. The contract for such a faculty member indicates that the College may not terminate a faculty afforded Continued Employment without first proving Just Cause (see below).

Faculty members supported in whole or in part by "soft money" (i.e., funds available to the institution on a short-term basis, such as grants, special contracts, foundation-sponsored projects) shall not be eligible for Continued Employment unless continuing support for such members can be clearly identified in the regular budget of the institution.

Just Cause encompasses three areas: Professional Negligence, Financial Exigency, and Curricular Reasons.

I. Professional Negligence includes the following:

- A. incompetence or dishonesty in teaching ,
- B. willful failure to perform the duties and responsibilities for which the faculty member was employed, or refusal or continued failure to comply with the policies of the Board, the College, or the department, or to carry out specific assignments when such policies and assignments are reasonable and non-discriminatory;
- C. conviction of a felony or a crime involving moral turpitude;
- D. capricious disregard of accepted standards of professional conduct;
- E. falsification of information on an employment application or other information concerning qualifications for a position; or
- F. failure to maintain levels of professional excellence and ability demonstrated by other members of the faculty in the department or division of the College.

A faculty member shall not be terminated for reasons of professional negligence until due process has been followed. (See Human Resources Department for Due Process procedure.)

II. Financial Exigency is the formal declaration by the Board of Trustees that the College faces imminent financial crisis, that there is a current or projected absence of sufficient funds (appropriated or non-appropriated) to maintain current programs and activities at a level sufficient to fulfill its educational goals and priorities, and that the budget can be balanced only by extraordinary means which include the termination of existing and continuing academic and vocational appointments. A faculty member may be terminated as a result of financial exigency at the College and subject to Board declaration that such a financial condition exists. Personnel decisions may include introductory and continued employment faculty.

III. Curricular Reasons include *insufficient student numbers, reorganization or consolidation of courses, and program termination.*

A. Insufficient student numbers means that over a period of at least three years, student enrollment in a field has decreased at a rate in considerable excess of that of the College as a whole and that such reduction has resulted in faculty-student ratios that, in the opinion of the President, cannot be tolerated either by comparison with equivalent faculty load practices in the College or by comparison with faculty loads in comparable departments or divisions at similar institutions which the President deems appropriate for comparison.

B. Reorganization or consolidation of courses means that a curricular reorganization or consolidation eliminates the need for a particular faculty expertise or reduces overall need for faculty in a department or division.

C. Program termination, a program deleted from the curriculum, means that the Board has taken formal action to terminate a degree major, concentration, or other curricular component and that such termination eliminates or reduces the need for faculty qualified in that discipline or area of specialization.

The employment of a faculty member may be terminated because a program is deleted from the curriculum, or substantial and continued reduction of student enrollment in a field warrants a reduction in faculty. Before declaring that curricular reasons exist, the President will advise the Faculty Senate by identifying specific curricular reasons, evaluating the long-term effect on the institution's curriculum and its strategic planning goals and the advisability of initiating further action. The President will present -- either verbally or in writing -- a description of curricular reasons that may warrant the termination of continued employment faculty members.

Upon determining that termination for one or more faculty members is required for one or more of the reasons cited above, the President shall furnish each faculty member to be terminated a written statement giving the reasons for termination. Those reasons shall address fully the curricula circumstances that warrant the termination and shall indicate the manner and the information upon which the decision was reached. The President's written statement shall also indicate that each terminated faculty has the opportunity to respond in writing, stating any objections to the decisions.

When a Continued Employment faculty is terminated for curricular reasons, the President will make every effort to relocate that faculty member in another existing vacant position for which the faculty member is qualified. In instances where, in the opinion of the President, relocation within the institution is a viable alternative, a significant effort will be made to relocate the displaced faculty member, including the bearing of reasonable retraining costs. The final decision on relocation is within the discretion of the President.

When a Continued Employment faculty member is terminated for curricular reasons, the position will not be filled by a new appointee within a period of three years unless the terminated faculty has been offered, in writing, reappointment to the position at the previous rank and salary (with the addition of an appropriate increase which, in the judgment of the President, would constitute the increase in salary that would have been awarded during the period the faculty member was not employed).

Upon determining that termination of one or more Continued Employment faculty members is warranted for ~~educational~~ reasons, the President shall decide which faculty member(s) should be terminated based upon an assessment as to what action would least seriously compromise the educational purposes of the department or division, and in compliance with appropriate federal and state employment law.

Faculty Termination Review

If any faculty member to be terminated indicates objection to the President's written statement and requests a review, the President shall convene the Faculty Senate Executive Committee which shall conduct a hearing on the proposed termination. The Committee shall report its findings and recommendations within 20 working days of the notice to convene to the President, who shall within 10 working days inform the faculty member proposed for termination either that the decision for termination stands or that it has been altered.

RATIONALE FOR ADOPTION OF A COMPUTER PLACEMENT TEST AT THE COLLEGE OF SOUTHERN IDAHO

1. RATIONALE

The College of Southern Idaho currently uses the ASSET placement test to assess the basic skills of entering students. Numerous weaknesses have been encountered in using the ASSET test. Students often feel overwhelmed or under challenged by the test because it is not oriented to individual abilities. The ASSET's low ceiling does not differentiate the abilities of students who reach the ceiling beyond that point in the test. In addition, the ASSET is a timed test which can greatly increase some students' anxiety levels. The language, reading, and numeric portions of the ASSET test are administered to all degree-seeking first-time college students. Students then self-declare whether or not they will take one of the advanced mathematics tests.

Once students complete the ASSET test in the Academic Development Center, the results are machine scored, and students are given their scores in a sealed envelope to carry to their advisor or to the Counseling Center across campus for interpretation. Students who look at their scores themselves with no interpretation often misinterpret the information and become discouraged and embarrassed and never see an advisor or counselor. They often incorrectly assume their scores are percentage scores and feel they "failed" the test miserably.

ASSET testing done at our off-campus Mini-Cassia Center requires additional personnel to be available to administer and score the test and input the scores into the student records system. A tester drives to the Blaine County Center and the Northside Center to administer the test to students.

Over half our students enrolled in Fall 1990 through Spring 1993 terms had no ASSET data recorded in their student records, as discussed in the Comprehensive Development Plan. Entering students are required to take the ASSET test if they are degree- or certificate-seeking and/or will be taking a math or English course. Exceptions to this requirement are students with appropriate ACT scores and transfer students with passing grades in college-level English and/or passing grades in college-level math

appropriate to their major. The small number of students who are excepted from the placement testing requirement does not account for the large percentage of missing data.

College of Southern Idaho institutional research shows that those who complete basic skills courses are more likely to graduate than those who do not. Our research revealed that a three-year average of 31.8% of the entering students needed at least one basic skills course. An average of only 22.2% of the students during the past four years enrolled in even one basic skills course. Students are not being counseled into and/or are not choosing to take the basic skills courses they need. The presence of successfully completed basic skills courses in 52.7% of the Associate Degree graduates and 34.2% of the Technical Certificate graduates shows the drastically positive impact of basic skills courses on our students.

It is our hypothesis that improved testing methods in tandem with improved advising will increase the likelihood of students enrolling in recommended basic skills courses. We propose to develop a computerized placement testing program that will overcome the obstacles we face. Computerized placement testing is "adaptive." It adjusts the difficulty level of each following question based on the student's performance on prior questions. The major benefit computerized placement testing offers is "the opportunity to obtain efficient measurement over a broad range of ability. . . The pool of questions can include enough easy and difficult questions to provide good discrimination across the entire range of abilities for which the test is intended. At the same time, this range can be achieved with a test that is shorter than typical conventional tests. . . Each individual confronts only the questions that are likely to provide substantial information at his or her level of skill." (Ward, William C. "Using Microcomputers to Administer Tests," *Computerized Placement Tests: Coordinator's Notebook for the Computerized Placement Tests*, July 1986.)

Based on project results of pilots conducted at other community colleges, it appears that the computerized placement test will best help us overcome our current testing weaknesses.

Because the computerized placement test is oriented to individual students' abilities, the results may be used prescriptively to identify strong and weak areas.

Borderline review areas for tutorial work are much more easily identified. Some students may find that a short-term review course best meets their needs, saving them the time and expense of a full-semester basic skills course.

THE PLAN TO ADOPT COMPASS AS THE PLACEMENT TOOL AT THE COLLEGE OF SOUTHERN IDAHO

The original proposal was to include a one-year pilot program for COMPASS on our campus. However, after reviewing the reasons for the pilot (which was an effort to appease a handful of people), we have decided to forego the pilot and recommend that CSI adopt COMPASS as our placement tool.

There are a number of reasons for eliminating the current placement tool (ASSET) and replacing it with the new ACT computerized placement test. In March of 1994 we previewed COMPASS and Accuplacer on our campus. Instructors from the math, English, science, and business departments, the Academic Development Center, and our counselors had an opportunity to preview both tests. We then had a representative from ACT and College Board on campus to answer our questions. During our meeting with the ACT representative, a number of deficiencies in the COMPASS test were brought to his attention. They were as follows:

1. Math
 - a. There were not enough lower level problems - below algebra.
 - b. There were not enough upper level problems - trigonometry.

2. English (Writing)
 - a. There were not enough punctuation, verb forms/agreements, usage and capitalization.
 - b. The COMPASS test was deficient to the ASSET for initial placement due to the above deficiencies.

3. Reading
 - a. The main idea applications were limited.
 - b. There was no section on making inferences.
 - c. Reading comprehension applications were not on the test.

After our faculty had expressed the above information to the ACT representative, he relayed those deficiencies in the test to his superiors. Since that time ACT is in its third edition of COMPASS, and each one of the deficiencies has been improved in the following manner:

1. In the math section of COMPASS a pool of 1000 lower-end problems has been added.

2. A pool of trigonometry problems has been added to cover upper-end deficiencies.

3. The writing section has been improved in punctuation, verb form/agreement, and usage.

4. The reading section has been improved as well to include more main idea, making inferences, and comprehension applications.
5. The testing institution may include a writing sample with the writing section.

It would appear that the people at CSI who previewed COMPASS had a great deal of input into its improvement. It would also appear that the deficiencies in the test have been sufficiently dealt with to warrant our consideration.

There are also a number of other very important reasons for adopting the COMPASS test. The primary concern of our faculty and administration is that as a institution we never really bought into ASSET as an effective placement tool. A handful of advisors ignore the recommendations listed on the student evaluation sheet, and students are placed incorrectly in some instances. A number of other shortcomings in the ASSET test are listed below:

1. The time necessary to take all of the test is three hours.
2. The test itself is neither progressive nor adaptive according to the students individual abilities.
3. The test is scored on a percentile basis.
4. There are four different math sections:
 - Numerical Skills - required of all students.
 - Beginning Algebra - not required.
 - Intermediate Algebra - not required.
 - College Algebra - not required.

These are significant reasons for abandoning the ASSET test by themselves. However, the most important reason is that the faculty advisors don't believe it is an efficient and effective tool for initial placement at CSI.

The use of COMPASS as the placement tool at CSI would make us the front runner in the state of Idaho in effective and efficient initial placement for our students. It compares favorably with the ASSET test's shortcomings listed above. The time factor is one and one-half hours maximum time needed for all four sections of the test. The time could be less depending on the student's skill level. The test is progressive and adaptive according to the student's individual abilities. It is scored on a percentile basis; however, the results are given by sections of the test. For example, if a student did six fraction problems and got four of the six correct, this result would be listed on the prescription sheet for the advisor as well as for the student to see. This would help us to be more specialized in our remediation for individual students as discussed in the rationale. The test has only four major sections: Pre-algebra, Algebra, Reading, and Writing. Components of each test are listed on the page 9 of the plan.

The cost of implementing COMPASS is virtually the same as the ASSET test. There would be an initial cost up front for the computer; however, the Academic Development Center will have 15-20 computers available for testing at peak periods of enrollment. These computers are in the budget for the new library in February of next year. A cost analysis is on page 8 of the plan.

The actual adoption of COMPASS would be the enrollment period in Spring 1996. This is the earliest possible date due to the limited space now being used to test our students. It would be to the benefit of our students to make sure our advisors are efficiently trained in interpreting the prescription sheet as well. A training plan for advisors would be done in conjunction with the campus Faculty and Staff Development Committee.

The adoption of COMPASS would be a positive step forward in correct placement and increased retention of our student population. Along with the adoption of COMPASS, a written policy of exceptions to taking the placement test needs to be adopted as well. These exceptions should be given to all faculty, staff, administration and students at CSI in writing.

A list of the exceptions would be as follows:

1. Students transferring from other colleges will not be required to take the assessment if they have passing grades in college-level math appropriate to their major, have passing grades in college-level English; and have a high school transcript, a High School Equivalency, or a GED.
2. A score of 21 on the English portion of the ACT places the student into English 101 and waives the English assessment only. An in-class writing sample will still be given to the student for final placement.
3. A score of 26 on the English portion of the ACT would waive the English portion of the assessment. The 26 score would waive English 101 and place the student in English 102.
4. A score of 27 on the math portion of the ACT would waive the assessment. The 27 score would waive Math 155 (College Algebra and Trigonometry) and place the student in Calculus I.
5. Non-degree seeking and non-credit students would be allowed to take a maximum of 12 credits spread out over a maximum of six semesters before the assessment tool would be required. If the student wants to enroll in an English or math at any time during the 12-credit maximum, he/she must take the assessment before enrollment in the course.
6. An assessment test taken at another institution other than the one given at CSI that can be correlated may be converted and used as the assessment for that student. It is recommended that students retake the assessment at CSI if the previous

assessment was taken more than two years prior to enrollment in college course work.

7. Any AP/CLEP/Dantes tests that apply at CSI would waive a section of the assessment that is applicable.

It is imperative that we as a committee take a stand to improve placement and retention at CSI. The implementation of the COMPASS assessment would be a very positive step in that direction.

COMPASS Technical Specifications

ACT fully supports the operation of COMPASS on 100% compatible MS-DOS microcomputers on stand-alone and network configurations. The following features are required in each configuration:

- 15-20 Mb (minimum) available on the hard disk or hard card for the complete mathematics, reading, and writing system.
- 640K RAM minimum
- standard EGA or VGA color graphics adapter card
- any color monitor that is compatible with the graphics adapter card
- 1 double-sided 5.25" or 3.5" floppy disk drive
- DOS 5.0 or higher

In addition, the following features are strongly recommended for each hardware configuration.

- parallel printer adapter card and cable
- any compatible parallel printer (dot matrix or laser)

COMPASS Prices

(Effective through August 31, 1995)

To implement COMPASS, an institution must secure the right to use the software and test items through purchase of the annual COMPASS License (see Section A below) and through the additional purchase of COMPASS Administration Units (see Section B below).

A. COMPASS License Fees (Annual, per campus)

<u>Quantity</u>	<u>Annual Fee</u>
1	\$450 each
2-5	\$400 each
6 or more	\$350 each

B. COMPASS Administration Units

To provide each local campus with a great range of flexibility in determining the precise assessment services to be delivered to each individual student, the COMPASS software uses the concept of "Administration Units" to keep track of the services actually used by each student. COMPASS Administration Units are purchased from ACT and delivered to the user campus in the form of a COMPASS Master Disk. Using software utilities built into the COMPASS software, the user moves the purchased Administration Units from the Master Disk to the specific microcomputer(s) or network server where testing is to be conducted. Within this system, there are four types of services that can be delivered, with each service used resulting in a specific number of "Administration Units" required, as follows:

<u>Service Used</u>	<u>Administration Units Required</u>
1. Creation of student Record and Collection of Student Background, Needs, and Goals	0.40 unit
2. Each curriculum area placement test	1.00 unit
3. Each curriculum area diagnostic test	1.00 unit
4. Each retest administered	1.00 unit

For example, testing one student with the Mathematics Curriculum Area Placement Test requires 1.40 Administration Units (.40 unit for the creation of the Student Record and Collection of Student Background, Needs, and Goals, and 1.00 unit for the Mathematics Placement Test). The actual cost is determined by the units purchased, as outlined in the Volume Related Prices Chart below.

Volume Related Prices for Purchasing Administration Units

<u>Units Purchased</u>	<u>Price Per Unit</u>
1-999	\$1.00
1,000-4,999	\$0.96
5,000-14,999	\$0.92
15,000-34,999	\$0.88
35,000-99,999	\$0.84
100,000 or more	Contact Mike Paparella at 916/361-0656

Three research services (Entering Student Descriptive Report, Returning Student Retention Report, and Course Placement Service with logistic regression analyses for use in setting and evaluating course placement cutoff scores) are also available as support services.

ACT

COMputer-Adaptive Placement Assessment and Support System

Writing

Mathematics

Pre-Algebra Algebra Geometry
College Algebra Trigonometry

Reading

Diagnostics

Pre-Algebra

Integers
Fractions
Decimals
Exponents
Ratios & Proportions
Percentages
Averages

Algebra

Substitution
Setting Up Equations
Basic Operations/
Polynomials
Factorization/
Polynomials
Linear Equations/
One Variable
Exponents
Rational Expressions
Linear Equations/
Two Variables

Reading

Prior Knowledge
Vocabulary
Comprehension:
a) Finding the Main
Idea
b) Locating Implicit
Information
c) Making Inferences
d) Comprehension
Total
** Practical Reading
** Behavior Profile
***Applied Reading

Writing

*Punctuation
*Verb Forms/Agreement
*Relationships of Clauses
*Usage
*Spelling
*Capitalization
??Writing Sample??

** Spring 1995

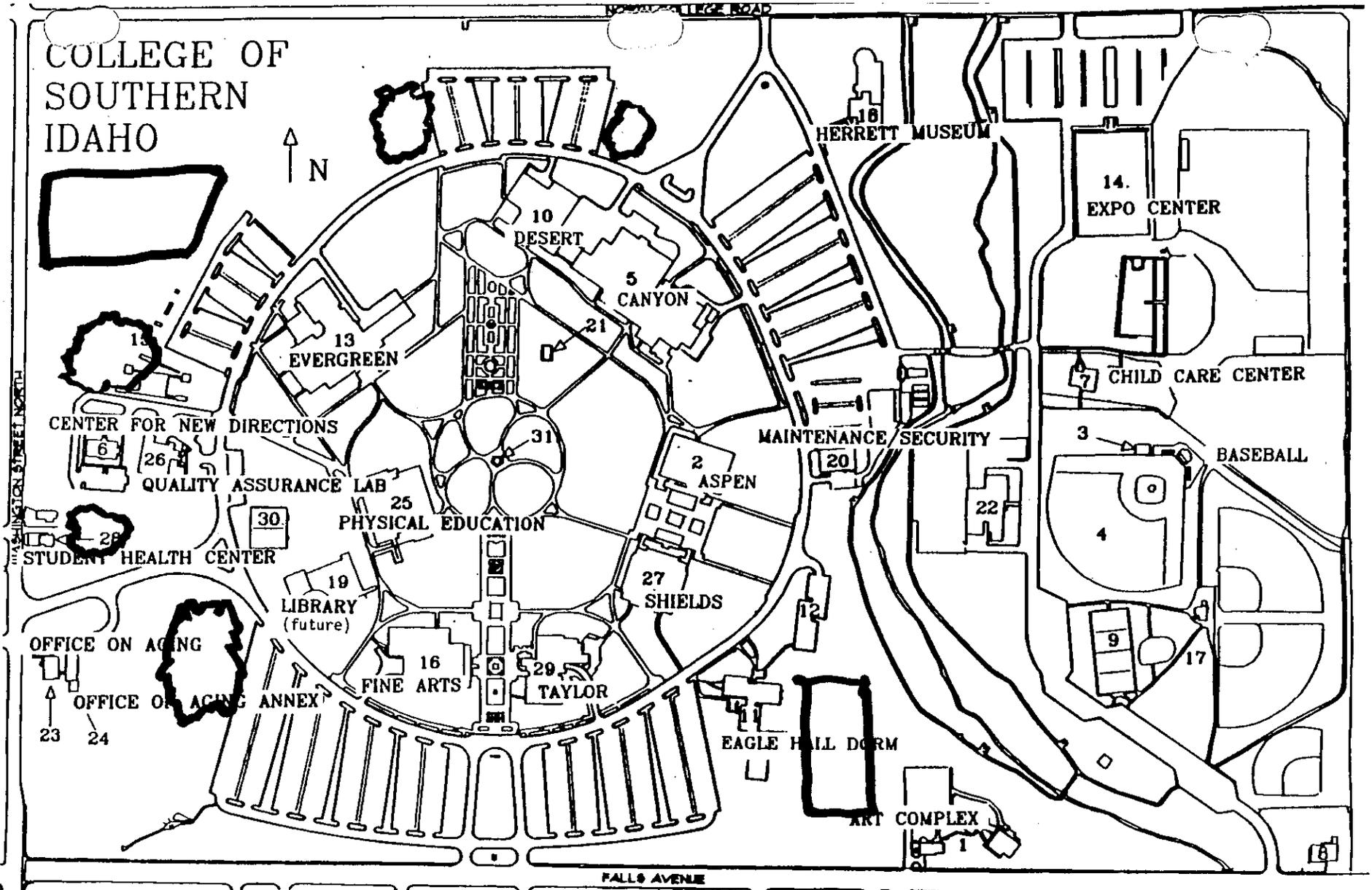
*** Summer 1996

Mini-Grant Proposals

February 1995

Name	Mini-Grant Proposal	Funds Requested
Paula Edmonds-Hollifield	Attend a conference on Distance Teaching and Learning entitled "Teaching Strategies for Distance Learning," from which a local workshop will be developed.	1,000.00
Nancy Jonsson	Women's Leadership Development Workshop - NILD	1,000.00
Bill Studebaker	Make an on-site visitation to Miami-Dade Community College: to assess rank system; to draw correlations between rank system and general staff management; to see first-hand how subjective evaluative criteria is manipulated; to query faculty, staff, and administrators about rank and professional advancement procedures at Miami-Dade; to compose an on-site visitation report to augment the current material from which the CSI Rank Evaluation Committee is compiling its final report and recommendations; and to culminate the research by the Rank Review Committee.	1,000.00
Dennis Heiner	Attend Western Marketing Education Association Conference	230.00
Rosemary Barta	The Study of a Model Faculty/Staff Advancement System - Travel to Miami-Dade to explore a model program for faculty/staff development, specifically the Teaching and Learning Project, in order to glean applicable ideas for possible future implementation at CSI.	1,000.00
Ingrid Strope	Improving science instruction for vocational students: technology for independent learning.	1,000.00
Claudeen Buettner	Idaho Nursing Conference - All ADN and PN faculty will attend a 2 1/2 day workshop with peers in Boise.	1,000.00
Marilyn Blackburn	Computerized Admission Data/Profile	1,000.00
Don Puder	A Training and Mentoring Program in Critical Thinking - Attend training at Sonoma State University at the Academy for Excellence in Critical Thinking, then conduct in-service workshops to train our faculty and staff.	1,000.00
Lynn Irons	VIDEO-BASED computer applications training for faculty/staff professional growth and development.	1,000.00
Rick Parker	Computerizing Classroom Tests and Assessments of Vocational Students	1,000.00
Keith Ferrell	Pilot test a campus wellness and environmental improvement project.	1,000.00
2 - 1995 Outstanding Faculty	NISOD Conference in Texas for 2 named as Outstanding Faculty for 1995	2,000.00

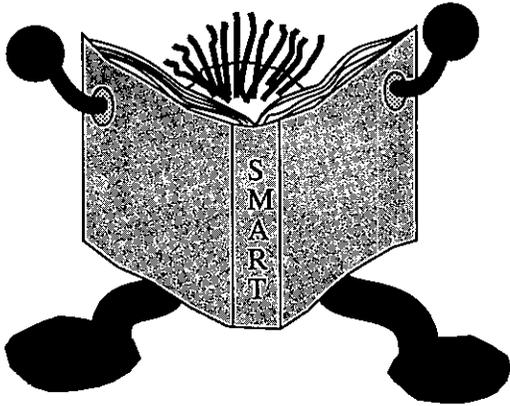
COLLEGE OF SOUTHERN IDAHO



- | | | |
|------------------------------|---------------------------|------------------------------------|
| 1. ART COMPLEX | 12. EAGLE HALL PARKING | 22. NATIONAL GUARD ARMORY |
| 2. ASPEN BUILDING | 13. EVERGREEN BUILDING | 23. OFFICE ON AGING |
| 3. BASEBALL CLUBHOUSE | 14. EXPO CENTER | 24. OFFICE ON AGING ANNEX |
| 4. BASEBALL DIAMOND | 15. FIELD EVENT AREA | 25. PHYSICAL EDUCATION BUILDING |
| 5. CANYON BUILDING | 16. FINE ARTS BUILDING | 26. QUALITY ASSURANCE LAB |
| 6. CENTER FOR NEW DIRECTIONS | 17. FRONTIER FIELD | 27. SHIELDS BUILDING |
| 7. CHILD CARE CENTER | 18. HERRETT MUSEUM | 28. STUDENT HEALTH CENTER |
| 8. CITY FIRE STATION | 19. LIBRARY | 29. TAYLOR ADMINISTRATION BUILDING |
| 9. CITY TENNIS COURTS | 20. MAINTENANCE/SECURITY | 30. TENNIS COURTS |
| 10. DESERT BUILDING | 21. McMANAMAN ROSE GARDEN | 31. TOWER |
| 11. EAGLE HALL DORM | | |

LEARNING

SIFE involves students in projects that teach them about business. How to take care of a business like a lemonade stand is called man-

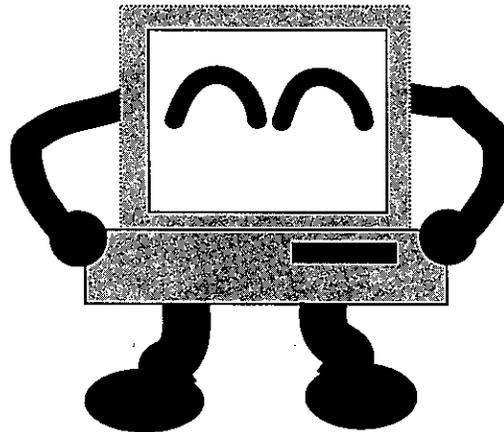


agement. Finding ways to sell their lemonade is called marketing. Finding ways to make money is called economics. **SIFE** also teaches students how to talk to people to get them to buy their lemonade. This is called communication. The

College of Southern Idaho's **SIFE** team is going to Anaheim, California, and San Francisco, California, to learn more about teaching other students about free enterprise.

TEACHING

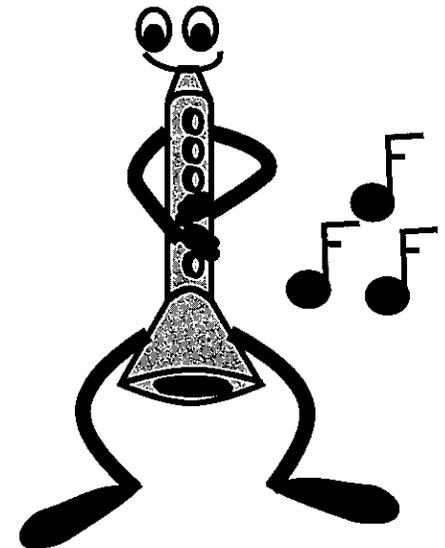
Our **SIFE** team will teach hundreds of students, just like you, about free enterprise in the cities in Idaho. We will talk to junior high students and high school students. We want to



encourage all of you to stay in school so that you can learn more about free enterprise.

PRACTICING

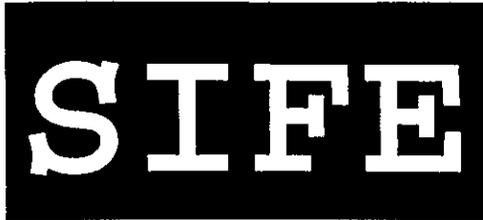
SIFE believes that if we just tell you something, you will forget it. But, if we show you, you might remember it. If we involve you, you will understand.



What is Students in Free Enterprise?

Students in Free Enterprise (**SIFE**) is college and university students who learn, teach, and practice free enterprise to make the towns they live in a better place.

Free enterprise is a chance for a person to own their own business, like a lemonade stand, to make money with little interference from the government.



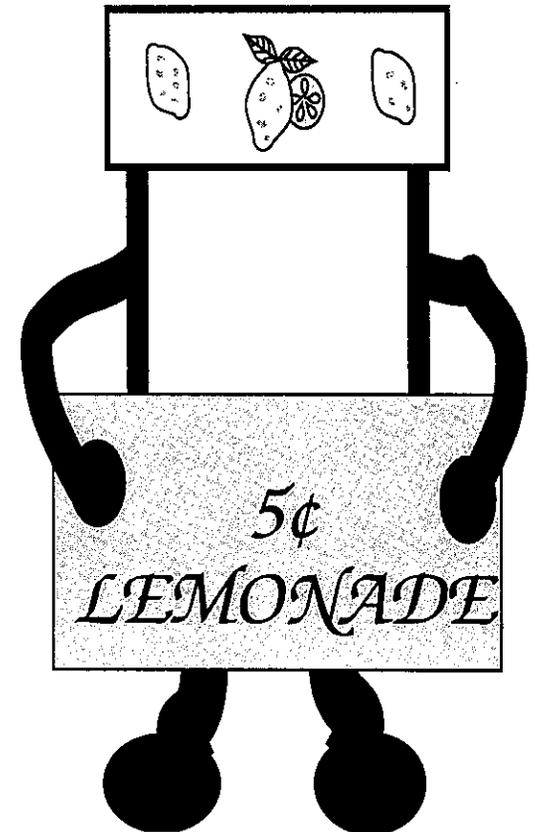
For More Information About:
Students in Free Enterprise

Write To:

Dennis Heiner
or
LeeAnn Hagen

College of Southern Idaho
P.O. Box 1238
Twin Falls, ID 83303

Phone: (208) 733-9554





COLLEGE OF
SOUTHERN
IDAHO
BUSINESS OFFICE

April 10, 1995

To: President Meyerhoeffer and the College of Southern Idaho
Board of Trustees

From: Mike Mason 

Re: Fy 95 Budget Adjustment

Based upon current revenue projections, we would like to make the following revenue budget increases:

Description	Net Change
Increase County Tuition from \$850,000 to \$970,000	+\$120,000
Increase Tuition from \$1,000,000 to \$1,070,000	+ 70,000
Increase Interest Earnings from \$130,000 to \$140,000	+ 10,000

Total Increase	\$200,000

Based upon our projected needs in the Plant Facility Fund, we would like to increase the General Fund Transfer to the Plant Facility Fund by \$200,000 from \$269,500 to \$469,500. The funds are needed in the Plant Facility Fund for \$116,500 of campus maintenance projects and to contribute to the addition to the Gym.

With these adjustments we should still be able to maintain a balanced budget for Fy 95.



COLLEGE OF
SOUTHERN
IDAHO

MEMO

TO: CSI TRUSTEES and BOB ALEXANDER

FROM: PRESIDENT MEYERHOEFFER

DATE: APRIL 13, 1995

RE: FACULTY HANDBOOK

Please review the enclosed information and be prepared to discuss at the Board meeting Monday.

Thanks.

DATE: April 12, 1995
TO: President Meyerhoeffer, Vice-President Beck
FROM: Jeff Fox for the Faculty Senate
RE: Faculty Handbook material

First, I'd like to thank you for your unflagging and enthusiastic endorsement of the Faculty Handbook. That we have come as far as we have is definitely due in part to your support.

Please find attached the following: 1) the draft of Faculty Evaluation Policy Statement, and 2) the draft of Faculty Employment and Termination Policy. Each document initially began with faculty input, was drafted by the Executive Committee, reviewed and modified by the *Ad Hoc* Committee (Executive Committee plus Rosemary Barta, Jerry Beck, and LaVar Steel), reviewed and modified by the general faculty, and is now ready for administrative (and board) comment and approval. In addition, the Faculty Employment and Termination Policy was sent to IEC labor lawyer Mr. Skip Sperry in Boise who suggested some revisions that have been incorporated. Mr. Sperry suggested that the document was good, but that it would be prudent to have the school attorney look the document over.

In addition to these two documents, there were other issues discussed by the General Faculty Senate, the Executive Committee, and the *Ad Hoc* Committee.

First is placing a faculty load statement in the Handbook. Jerry Beck will soon have a list of faculty load by discipline, the *status quo*, which will be put in the Handbook.

Second is modifying the contract language. Of course, should the Faculty Employment and Termination Policy be approved, contracts will need to be revised to reflect Introductory and Continued Employment faculty status, but specifically, item #7 which refers to load and item #10 which refers to expected employment will need to change.

If possible, the Executive Committee would like to present these issues as approved and ready for the Handbook at our last General Faculty senate meeting of the semester on April 25.

Proposed DRAFT Policy
on
Evaluation

DATE: April 12, 1995

NOTES: initial draft submitted to *Ad Hoc* Committee for revision 3/8/95. General Faculty input and revision 3/28/95. This draft is the third revision.

Faculty Evaluation Policy

The purpose of evaluation of faculty at the College of Southern Idaho is to assist in improving instruction, making sound personnel decision, and assisting in rank recommendations by providing information on the faculty performance in their major areas of responsibility. Part-time and probationary faculty are evaluated each semester, and continuing faculty are evaluated at least once every three years using student evaluations, self-evaluation, peer evaluation, and supervisor evaluation as appropriate.

Student Evaluation Policy

Student evaluation of course work and faculty is an invaluable tool for the improvement of course content and faculty delivery. Each course for each instructor must be evaluated one semester each year, though it is recommended that student evaluations be given every semester. The evaluation can be conducted in several ways. Some instructors use a standardized student evaluation form; however, other types of evaluations are also acceptable. These may conclude both written and verbal evaluation processes. All forms of evaluation must address the quality of the course, the ability of the instructor to effectively convey course content and student satisfaction with their course experience. All evaluation instruments must be approved and submitted to the department chair or division director.

Proposed DRAFT Policy
on
Termination of Employment

DATE: April 11, 1995

NOTES: Initial draft submitted to Ad Hoc Committee for revision 3/8/95. General Faculty input and revision 3/28/95. Submitted to IEC legal advisor Skip Sperry 4/3/95. This draft is the fourth revision.

In general, the first three years of a faculty member's employment are considered introductory, and after a successful introductory period, the College usually grants introductory full-time faculty Continued Employment (see below). While all faculty are guaranteed due process (See Human Resources Department for Due Process procedure.), the introductory faculty contracts are renewable pending performance evaluation, review, and departmental or division supervisor recommendation for periods of one-year for the three-year introductory period.

Introductory Period

The first three years of a full-time faculty contract are considered introductory, and there is no guaranteed or implied renewal of contract during that time period. This is a period of full-time professional service by a faculty member during which the contract indicates that he or she does not have continuing employment and that he or she is being evaluated by the College for the purpose of determining satisfaction of the criteria for attaining continuing employment.

Employment during summer terms, in part-time positions, or during periods of leaves of absence shall not be credited toward satisfying the introductory period. Only full-time, continuous service at the College will be included in determining completion of introductory period, except where a break in service was pursuant to an approved leave of absence. The period of approved leave shall be excluded from the requisite period for completion of the introductory period.

Evaluation is important in assessing the merit of the introductory candidate. Introductory faculty members shall be evaluated by students, peers, supervisor, and self in accordance with the College's evaluation procedures. Student and supervisor evaluation of introductory faculty members shall be conducted each semester for the three-year introductory period; peer and self-evaluation shall be conducted once a year for the first two years of the introductory period. The introductory faculty member will receive a written performance review from his or her supervisor at the end of each year of the introductory period. The introductory faculty member will receive an oral summary of the evaluations with his or her supervisor at the end of each semester.

When a faculty member appointment is not renewed during the introductory period, the faculty member shall receive notice of his or her non-retention for the ensuing academic year as follows:

1. Not later than April 1 of the first academic year of service, if the appointment expires at the end of that year, or if the appointment terminates during an academic year, at least two months in advance of its termination;
2. Not later than January 1 of the second academic year of service, if the appointment expires at the end of that year, or if the appointment terminates during an academic year, at least five months in advance of its termination;

3. Not later than November 1 of the third academic year of service, if the appointment expires at the end of that year, or if the appointment terminates during an academic year, at least eight months in advance of its termination.

Continued Employment

After three years of continuous, full-time employment (i.e., the beginning of the fourth year), the College recognizes the merit of a faculty member and the assumption that he or she would meet the long-term staffing needs of the department, division, program and the institution. The contract for such a faculty member indicates that the College may not terminate a faculty afforded Continued Employment without first proving Just Cause (see below).

Faculty members supported in whole or in part by "soft money" (i.e., funds available to the institution on a short-term basis, such as grants, special contracts, foundation-sponsored projects) shall not be eligible for Continued Employment unless continuing support for such members can be clearly identified in the regular budget of the institution.

Just Cause encompasses three areas: Professional Negligence, Financial Exigency, and Curricular Reasons.

I. Professional Negligence includes the following:

- A. incompetence or dishonesty in teaching ,
- B. willful failure to perform the duties and responsibilities for which the faculty member was employed, or refusal or continued failure to comply with the policies of the Board, the College, or the department, or to carry out specific assignments when such policies and assignments are reasonable and non-discriminatory;
- C. conviction of a felony or a crime involving moral turpitude;
- D. capricious disregard of accepted standards of professional conduct;
- E. falsification of information on an employment application or other information concerning qualifications for a position; or
- F. failure to maintain levels of professional excellence and ability demonstrated by other members of the faculty in the department or division of the College.

A faculty member shall not be terminated for reasons of professional negligence until due process has been followed. (See Human Resources Department for Due Process procedure.)

II. Financial Exigency is the formal declaration by the Board of Trustees that the College faces imminent financial crisis, that there is a current or projected absence of sufficient funds (appropriated or non-appropriated) to maintain current programs and activities at a level sufficient to fulfill its educational goals and priorities, and that the budget can be balanced only by extraordinary means which include the termination of existing and continuing academic and vocational appointments. A faculty member may be terminated as a result of financial exigency at the College and subject to Board declaration that such a financial condition exists. Personnel decisions may include introductory and continued employment faculty.

III. Curricular Reasons include *insufficient student numbers, reorganization or consolidation of courses, and program termination.*

A. *Insufficient student numbers* means that over a period of at least three years, student enrollment in a field has decreased at a rate in considerable excess of that of the College as a whole and that such reduction has resulted in faculty-student ratios that, in the opinion of the President, cannot be tolerated either by comparison with equivalent faculty load practices in the College or by comparison with faculty loads in comparable departments or divisions at similar institutions which the President deems appropriate for comparison.

B. *Reorganization or consolidation of courses* means that a curricular reorganization or consolidation eliminates the need for a particular faculty expertise or reduces overall need for faculty in a department or division.

C. *Program termination*, a program deleted from the curriculum, means that the Board has taken formal action to terminate a degree major, concentration, or other curricular component and that such termination eliminates or reduces the need for faculty qualified in that discipline or area of specialization.

The employment of a faculty member may be terminated because a program is deleted from the curriculum, or substantial and continued reduction of student enrollment in a field warrants a reduction in faculty. Before declaring that curricular reasons exist, the President will advise the Faculty Senate by identifying specific curricular reasons, evaluating the long-term effect on the institution's curriculum and its strategic planning goals and the advisability of initiating further action. The President will present -- either verbally or in writing -- a description of curricular reasons that may warrant the termination of continued employment faculty members.

Upon determining that termination for one or more faculty members is required for one or more of the reasons cited above, the President shall furnish each faculty member to be terminated a written statement giving the reasons for termination. Those reasons shall address fully the curricula circumstances that warrant the termination and shall indicate the manner and the information upon which the decision was reached. The President's written statement shall also indicate that each terminated faculty has the opportunity to respond in writing, stating any objections to the decisions.

When a Continued Employment faculty is terminated for curricular reasons, the President will make every effort to relocate that faculty member in another existing vacant position for which the faculty member is qualified. In instances where, in the opinion of the President, relocation within the institution is a viable alternative, a significant effort will be made to relocate the displaced faculty member, including the bearing of reasonable retraining costs. The final decision on relocation is within the discretion of the President.

When a Continued Employment faculty member is terminated for curricular reasons, the position will not be filled by a new appointee within a period of three years unless the terminated faculty has been offered, in writing, reappointment to the position at the previous rank and salary (with the addition of an appropriate increase which, in the judgment of the President, would constitute the increase in salary that would have been awarded during the period the faculty member was not employed).

Upon determining that termination of one or more Continued Employment faculty members is warranted for curricular reasons, the President shall decide which faculty member(s) should be terminated based upon an assessment as to what action would least seriously compromise the educational programs of the department or division, and in compliance with appropriate federal and state employment law.

Faculty Termination Review

If any faculty member to be terminated indicates objection to the President's written statement and requests a review, the President shall convene the Faculty Senate Executive Committee which shall conduct a hearing on the proposed termination. The Committee shall report its findings and recommendations within 20 working days of the notice to convene to the President, who shall within 10 working days inform the faculty member proposed for termination either that the decision for termination stands or that it has been altered.